



**Rhode Island Department of Education
Office of Student, Community and Academic Supports**

School Support System Report and Support Plan

**The Urban Collaborative Accelerated Program School
April 2020**

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.

- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.

- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.

- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.

- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**The Urban Collaborative Accelerated Program School
School Support System Review**

Record Review Team Students

Team A – Susan Wood, Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

1. **FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)**

Indicator		Findings	Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2018 – June 30, 2019 State Performance Plan information on UCAP Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%)</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs 96.88%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 3.87%</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>MTSS brings all Urban Collaborative Accelerated Program’s (UCAP) supports together within one integrated continuum of supports. This combines academic support from classroom teachers as well as supports of UCAP’s SEL team. In this way, all the supports are in one system and no support stands alone. UCAP’s universal supports are core to the program for all UCAP’s students. In addition to Tier 1 universal supports, UCAP has targeted (Tier 2) and intensive (Tier 3) supports provided to students identified through MTSS. UCAP believes that through this robust layered system no student is left out. The MTSS team includes: Principal, Special Education Administrator, Dean of Students, Social Worker, Intervention team leader and teachers.</p> <p><i>Tier 1</i> UCAP is a collaborative that recruits and educates at risk students. These are students who have been retained, are failing all or most of their classes and/or have absentee/truancy issues. Therefore, the academic model must be tailored to meet this specific need with robust Tier 1 supports. UCAP does this in several ways such as implementing a strong reading program leveled according to STAR data. Every core teacher (except for math) incorporates reading with students each day. Teams meet each quarter and look at the data as a team to do a root cause analysis where the data is analyzed and adjusted as needed.</p> <p>UCAP is using Edgenuity, an online curriculum, to increase rigor and better address the Common Core State Standards (CCSS) while providing opportunities for students to work at their own pace, review lessons they didn’t fully understand the first time through, and to supplement traditional teacher course curriculum with targeted skill development lessons.</p> <p><i>Tier 2</i> All students are screened using STAR assessment upon enrollment. This is a universal screener for math and reading. Any student who scores below the 20th percentile in the ELA portion is placed in a reading intervention class. Any student who scores below the 20th percentile in math receives targeted support that focuses on filling gaps while maintaining grade level curriculum. In addition to this targeted support UCAP has Beyond U, 21st Century learning program for after school tutoring and support Monday - Thursday. Students are</p>	
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		<p>encouraged to meet with the assigned teacher for small group instruction in the area of need.</p> <p>UCAP creates personalized study playlists from students' STAR growth scores for math. In addition to these screenings, the MTSS team analyzes classroom data to develop a targeted support plan for those students identified as not making adequate progress or recommended by a classroom teacher through the MTSS form. For these students, a plan is created, support roles are assigned, and it is determined how UCAP will define success and collect data. After a few weeks and cycles, the MTSS team makes a determination for tier 3 supports.</p> <p>Tier 3 The MTSS team meets bi-weekly to discuss student progress toward goals and determine whether to exit from next cycle or intensify support. Students failing to meet goals or make progress through multiple cycles are given an expanded intervention, created with the support of special education teacher. Depending on the outcome of this more intensive intervention, a student may be considered for possible Special Education referral.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>UCAP was not disproportionate.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the UCAP as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than</p>	

		<p>10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>MTSS brings all UCAP’s supports together within one integrated continuum of supports. This combines academic support from classroom teachers as well as the SEL team. In this way, all the supports are in one system and no support stands alone. UCAP’s universal supports are core to the program for all UCAP’s students. In addition to universal supports, UCAP has targeted (Tier 2) and intensive (Tier 3) supports provided to students identified through MTSS. UCAP believes that through this robust layered system no student is left out. The MTSS team includes: Principal, Special Education Administrator, Dean of Students, Social Worker, Intervention team leader and teachers.</p> <p><i>Tier 1</i></p> <p>Many of the students come to UCAP with past trauma due to socio-economic status and other extenuating circumstances. Therefore, a MTSS model must be tailored to meet this specific need with robust Tier 1 supports. UCAP does this in several ways. There are two full time counselors for 135 students. Any student may see a counselor at any time to seek social/emotional support. The social workers share with Special Education Administrator and Principal their concerns for students who may need additional supports. Teams meet each week and look at the data as a team to do a root cause analysis where Teams analyze the data and make plans as needed.</p> <p><i>Tier 2</i></p> <p>All students have access to the Social Worker and school nurse. Support plans are put in place as appropriate, reviewed every six to eight weeks and revised or exited as appropriate.</p>	

		<p>Tier 3 The MTSS team meets bi-weekly to discuss student progress toward goals and determine whether to exit from next cycle or intensify support. Students failing to meet goals or make progress through multiple cycles are given an expanded intervention, created with the support of special education teacher. Depending on the outcome of this more intensive intervention, a student may be considered for possible Special Education referral.</p> <p>School Removals/Disciplinary Policies. Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> <i>Data Analysis, Document Review</i></p>	
Result	7	<p>Preschool Continuum</p> <p>UCAP serves middle school age students.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review</i></p>	
	8	<p>Program Continuum Elementary Level</p> <p>UCAP serves middle school age students.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review</i></p>	
	9	<p>Program Continuum Middle Level</p> <p>Definition and Identification Students with disabilities may be defined as those who, by no intentional omission of their own, are unable to access the curriculum successfully. Interventions such as RTI and MTSS are procedural checkpoints used by UCAP to ensure that students are not inappropriately or overly identified for special education services. Coverage under IDEA is not automatic even in the presence of qualifying disabilities; the student's</p>	

educational records and performance must be “adversely affected” to the point that the student **cannot** succeed in the school setting without the protections afforded by the law.

Most students who receive services under IDEA are identified early in their educational careers. Therefore, UCAP asks that students who apply to UCAP in grades 7 and 8 and identify as disabled, submit documentation of the disability in the form of a physician’s diagnosis and/or evaluation. If special educational services commenced under a different educational entity, such as the student’s former school, the student must submit the appropriate document, either a current **Individualized Education Plan (IEP)** or a **504 Plan**, to UCAP during the enrollment process. In the event a student presents with a disability but has no formal, written diagnosis, the parent may request a special education referral to determine the student’s eligibility for such services. A student may be identified as needing the protections afforded by the law even in the absence of the procedural requirements. The purpose of IDEA is to ensure educational equity, providing LEAs the autonomy to interpret and implement aspects of the law accordingly. To that end, UCAP practices broad and inclusive interpretations to ensure all students’ needs are met.

Resources and Services

The quality and variety of program resources and services are instrumental to program efficacy. The continuum of resources and services provided by UCAP is comprehensive. As a public school that is unencumbered by tradition and routine, UCAP meets the continuous challenge of tailoring educational plans for the students with disabilities by incorporating their use within the general education setting as well as other settings where the delivery of these components may be more appropriate.

The General Education Classroom

UCAP strives to provide appropriate instruction in the least restrictive environment. The majority of UCAP students with disabilities receive instruction in a general education classroom setting no less than 80% of their instructional school day. Most services are delivered by the general education teacher, providing for seamless and imperceptible integration of the general curriculum with special accommodations. The list of services (accommodations) includes familiar staples regularly used by teachers, such as task analysis, check for understanding, and preferential seating. Push-in services are provided by the special educator when needed. General education teachers consult regularly with the special educator who

		<p>communicates student needs to teachers and who provides instructional coaching and professional development when necessary.</p> <p><i>Resources and Services Outside the General Education Classroom</i> Students who are unable to access the curriculum within the general education setting require more personalized, targeted interventions to attain academic success. Students in this category benefit most from scheduled pull-outs where they receive direct, one on one instruction either from the general education or special education teacher. Students may also receive a lesson preview that provides an introduction to an upcoming lesson prior to the actual teaching of the lesson as this approach encourages activating and accessing prior knowledge.</p> <p><u><i>Documentation:</i></u> <i>Data Analysis; Interviews</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>UCAP serves middle school age students.</p> <p><u><i>Documentation:</i></u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>UCAP does not currently have a student who requires APE in their IEP. If the need arises, UCAP will use a service such as CBS Therapy which provides speech and OT support to hire an APE PE teacher.</p> <p><u><i>Documentation:</i></u> <i>Data Analysis; Interview</i></p>	

Result	12	<p>Extended School Year (ESY)</p> <ul style="list-style-type: none"> Extended School Year: Attendance is determined at IEP meeting for students at risk of not meeting their IEP goals or at risk of regression. This is staffed by a special educator as needed. Demand will determine what the ESY program will look like. In the past UCAP ran programs for six weeks, three days a week, and have had individual tutoring sessions at the public library once a week for an individual student. <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The UCAP School LAC meets five times a year. At the first meeting of the year held in September, UCAP reviews by-laws and ask RIPIN to come in and share information with the parents and families. The school offers workshops for parents and tries to meet the needs of the unique population by providing information on dropout prevention. The parent engagement specialist and social worker attend meetings to answer any questions parents may have. UCAP's LAC focuses on the transition to high school. UCAP wants families to make the best choices for their student, and information is the key to making that choice. A representative from LAC attends the New Student Orientation in the Spring, and Open House/Welcome in the fall. Dates of meetings are set early in order to have a brochure to give to families. This is done at a time that is most convenient for families.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is Na% of parents whose children have IEPs due to the small "n" size.</p>	

		<p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is Na%.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>UCAP serves middle school age students.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Child Outreach</p> <p>UCAP serves middle school age students.</p> <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>UCAP was at 100% for meeting regulatory timeline requirements.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	

Result	4	<p>Student Accommodations and Modifications</p> <p>The special education teacher and director serve as the gateway of information for the general education staff. At the beginning of the school year, the special educators ensure that the general education teachers read each student's IEP and complete the accompanying signature page verifying that they have done so. Student's IEPs are kept in a locked file cabinet in the Special Education office and are available to teachers upon request. However, one-pagers, in house documents that summarize the most pertinent information that teachers may need to access regularly, are shared with teachers electronically. The one-pager documents include the student's area of need; post-secondary interests; impact of the disability, key instructional and/or behavioral strategies that have been found to be effective with the student, and space for teachers to keep personal notes relative to their classroom experiences with the student.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>The UCAP School follows State and Federal regulations to determine if a student has an SLD. Through the MTSS process, a process based-scientific, research-based intervention is administered; progress is monitored, and the intervention is refined if needed. UCAP also uses a variety of data-gathering tools and strategies including STAR assessment, and formative and summative classroom assessment. UCAP ensures that the child is observed in his or her learning environment (including the regular classroom setting) to document academic performance and behavior in the areas of difficulty.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years UCAP has no (zero) complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>UCAP serves middle school age students.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>UCAP serves middle school age students.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the Middle School Level</p> <p>The general education program at UCAP begins transition for all students in the 7th grade Advisory program. Every student completes inventories that are kept in their Individual Learning Plan. For special needs students, UCAP supplements the general education work with specific transition planning when a student turns 14 years old. At this time, a student interview is conducted, career and reflections on learning styles are completed and a transition plan is begun. All students work closely with the Counselor to determine where they will apply to go to high school. Special educators work closely with their students to find the right fit for their learning style, academic skills and career goals. Students also review their progress reports to set short- and long-term goals for their future.</p> <p>UCAP holds a career day every fall where 10-15 community members attend to share information about their career. Students rotate through their top three choices and have a set of questions that need to be answered. Special educators then follow up on this information to guide students in planning their future.</p>	

		<p>The school guidance counselor works individually with each 8th grade student to complete a transition to high school plan. Most students go to a Providence Public High School, but many also go to Charter schools, all choices are explored before an application is made.</p> <p><u>Documentation:</u> <i>Data Analysis, State Performance Data</i></p>	
Result	4	<p>Referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals are not generally made in middle school. (BHDDH).</p> <p>UCAP serves middle school age students.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review</i></p>	:
Result	5	<p>Summary of Performance (SOP)</p> <p>UCAP serves middle school age students.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review</i></p>	
Result	6	<p>UCAP serves students in grades 7 and 8, thus, there is not data to report for Indicator 13.</p> <p>Na% Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	:

Result	7	<p>UCAP serves students in grades 7 and 8, thus, there is not data to report for Indicator 14.</p> <p>NA% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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